



**OFFICE of EDUCATION INNOVATION**

# **CHARTER RENEWAL REPORT**

Christel House Academy South

**2015**

Office of the Mayor  
2501 City-County Building  
200 East Washington Street  
Indianapolis, Indiana 46202  
Telephone: 317. 327.3601  
[www.indy.gov/oei](http://www.indy.gov/oei)

## Introduction

This *Charter Renewal Report* is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of Christel House Academy South (CHA) during its last five years of operation. The Renewal Report is structured based on the *Mayor's Performance Framework*, which is used to determine a school's success relative to a common set of indicators.

For each indicator in the *Performance Framework*, this *Renewal Report* summarizes the ratings the school received in each of its five years of operation as well as an overall Charter Renewal Rating. Additionally, CHA submitted a *Charter School Renewal Petition* on July 10, 2015 with additional evidence supporting the school's performance on the *Performance Framework* indicators 1.2, 1.3, 2.1, 2.3, and 3.4. Consistent with the renewal petition framework, these are the areas that OEI required the school to respond to, as the school was judged to have not fully met standards for these indicators at the time of its most recent annual accountability report.

The school submitted a plan for how it will sustain success and continue to improve over the next charter term if the charter is renewed, including a proposed five year budget. Information reported by CHA in its *Charter School Renewal Application* was considered and incorporated into the *Renewal Report* when appropriate. CHA was not evaluated on the following indicators:

- Question 1.4** CHA did not have a sample size large enough to evaluate this indicator.
- Question 3.6** CHA did not have school-specific organizational goals that were evaluated at the time of this evaluation.
- Question 4.1** CHA was in the process of implementing a new curriculum at the time of review, and thus did not receive a rating on this indicator.

Summary of Ratings	
Elementary/Middle School Core Question 1: Is the educational program a success?	
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system? *Previously: 1.1. Is the school making adequate yearly academic progress, as measure by the Indiana Department of Education's system of accountability?	Meeting standard
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? *Previously: 1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching standard
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? *This indicator is new and was only assessed in the 2013-2014 school year.	Approaching standard
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds? *This indicator is new and was only assessed in the 2013-2014 school year.	Not evaluated
1.5. Is the school's attendance rate strong?	Meeting standard
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	Meeting standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Meeting standard
Core Question 2: Is the organization in sound fiscal health?	
Financial Evaluation from 2010-2012	
2.1 Is the school in sound fiscal health?	Exceeding standard
Financial Evaluation from 2012-present	
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Approaching standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Meeting standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Approaching standard
Core Question 3: Is the organization effective and well-run?	
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Exceeding standard

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Meeting standard
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? *Previously classified as 2.3.	Exceeding standard
3.4. Does the school's board work to foster a school environment that is viable and effective? *This indicator is new and was only assessed in the 2013-2014 school year.	Approaching standard
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	Meeting standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Not evaluated
<b>Indicators included in the previous framework, but not assessed with the 2013-2014 framework.</b>	
2.4. Is there a high level of parent satisfaction with the school?	Meeting standard
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meeting standard
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Not evaluated
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meeting standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meeting standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meeting standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meeting standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meeting standard
4.7. Is the school climate conducive to student and staff success?	Meeting standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meeting standard
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Meeting standard
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Meeting standard

Summary of Historical Annual Performance Review Ratings						
Core Question 1: Is the educational program a success?	2009-10	2010-11	2011-12	2012-13	2013-14	CRR
1.1. Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?	ES	ES	ES	DNMS	MS	MS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	NA	AS	AS	DNMS	AS	AS
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated				AS	AS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated				NA	NA
1.5. Is the school’s attendance rate strong?	Not Evaluated				MS	MS
1.6. Is the school outperforming schools that the students would have been assigned to attend?	ES	ES	ES	AS	MS	MS
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated				MS	MS
Core Question 2: Is the organization in sound fiscal health?						
Financial Evaluation from 2010-2012	2009-10	2010-11	2011-12	2012-13	2013-14	CRR
2.1 Is the school in sound fiscal health?	MS	MS	MS	Not Evaluated		ES
Financial Evaluation from 2012-present	2009-10	2010-11	2011-12	2012-13	2013-14	CRR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not Evaluated			DNMS	AS	AS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not Evaluated			AS	MS	MS
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated			MS	DNMS	AS
Core Question 3: Is the school meeting its operations and access obligations?	2009-10	2010-11	2011-12	2012-13	2013-14	CRR
3.1. Is the school leader strong in his or her academic and organizational leadership?	ES	ES	ES	ES	MS	ES
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	MS	MS	MS	MS	MS

3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	ES	ES	ES	ES	MS	ES
3.4. Does the school's board work to foster a school environment that is viable and effective?	Not Evaluated				AS	AS
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated					NA
<b>Indicators included in the previous framework, but not assessed with the 2013-2014 framework.</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>CRR</b>
2.4. Is there a high level of parent satisfaction with the school?	ES	ES	ES	MS	NA	ES
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	MS	MS	NA	MS
<b>Core Question 4: Is the school providing the appropriate conditions for success?</b>						<b>CRR</b>
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?						NA
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?						MS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?						MS
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?						MS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?						MS
4.6. Is the school's mission clearly understood by all stakeholders?						MS
4.7. Is the school climate conducive to student and staff success?						MS
4.8. Is ongoing communication with students and parents clear and helpful?						MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?						MS
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?						MS

## Plan for Sustained Success and Continuous Improvement

In applying for renewal, Christel House Academy South is required to respond to the items listed below, describing how the school will sustain success and continue to improve over the next charter term. CHA South responses have been written to demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success.

### Section B: Sustainability and Improvement

CHA South and CHA network are committed to ensuring the elementary and secondary school is recognized as a provider of outstanding education to an underserved population and that it will maintain high standards of academic rigor, efficiency and accountability. The organization is committed to providing all students with the academic proficiency necessary for higher education, equipping them with the desire for lifelong learning, strengthening their civic, ethical and moral values, and preparing them to be self-sufficient, contributing members of society.

#### A. The Board of Directors

The Christel House Academy Board of Directors consists of a diverse collection of community and industry leaders. The Board brings a wealth of knowledge, wisdom and resource to the table. CHA believes an effective board, committed to the mission, skilled in governance and guided by an effective vision, is the greatest asset of the organization. While dedicated and talented staff are critical, their time and energy will be wasted without the focus, direction, and resources that a board provides. To this end, CHA is fully committed to ensuring the strength of our board.

CHA expects board members to reciprocate this commitment and to be invested in the long term success of each CHA school, including CHA South. Board members are expected to serve CHA using the 3 T's: Time, Treasure, and Talent.

Each board member is expected to invest time. Time allows each member of the board to become further invested in our mission and to better understand our work. Board meetings function best when board members have pre-read board materials and come prepared to discuss important matters thoughtfully. Part of the board's evaluation process requires each member to reflect on their investment of time within the CHA organization.

Each board member is also expected to share their treasure with the organization. Each member's treasure, relative to our mission, is unique. While some board members are in positions to offer generous financial support, other board members provide relationships, connections and political influence that helps the organization. CHA board members are expected to share generously. Again, as part of the board's evaluation process, each member reflects on their treasure that they have shared with CHA.

Lastly, talent is an important part of what each CHA board member is expected to bring to the boardroom table. CHA's board members bring a wide range of talents in legal matters, accounting and finance, IT, medical and public health, welfare and social justice issues that all help to extend and enhance the effectiveness of the organization in meeting its goals.

As the Board looks to recruit and retain members annually, these reflections of how each board member has contributed each of the T's is a primary factor used in planning. CHA is a dynamic and growing organization. As a result, the selection criteria used to recruit new board members is re-evaluated on a regular basis. The board's selection criteria changes based on current needs, resources, and situation. The board is committed to ensuring the diversity of our community is reflected within the board membership.

The Board not only holds itself accountable, the Board is also responsible for monitoring the performance of the Chief Academic Officer – who then in turn evaluates school and network leadership within CHA.

The Christel House Academy Board of Directors is currently comprised of the following Directors:

Murvin Enders, Chairman of the Board  
*Former Executive Director, 100 Black Men – Indianapolis*

Cheryl Wendling, Assistant Secretary  
*Senior Vice President, Christel House International*

Christel DeHaan, Board Vice President  
*Founder & CEO, Christel House International*

Alan Levin, Board Treasurer  
*Partner, Barnes & Thornburg, LLP*

Thomas Kegley, Board Secretary  
*President, Home Health Monitoring Services*

Dr. Alfonso Alanis, Board Member  
*Chairman and CEO, Anaclim, LLC*

Susana Duarte, Board Member  
*Vice President of Corporate Affairs & Communications, Allegion plc.*

Hope Hampton, Board Member  
*Director of Community Relations, Christian Theological Seminary*

Emmanuel Harris, Board Member  
*CEO, Harris & Associates, LLC*

Heather Macek-Willey, Board Member  
*Partner, Barnes & Thornburg, LLP*

Steven Osborn, Board Member  
*President, CE Solutions, Inc.*

Todd Ryden, Board Member  
*Principal & Founder, The Applied Group*

Yvonne Shaheen, Board Member  
*Retired CEO, Long Electrical*

Cynthia Sowder, Board Member  
*Philanthropist*

Dr. Margaret Watanabe, Board Member  
*Assistant Professor Emeritus, Indiana University School of Medicine*

Carey Dahncke, Board Vice President / Ex Officio Member  
*CAO, Christel House Academy, Inc.*

Joe Schneider, Board President / Ex Officio Member



Senior Vice President, Treasurer & CFO, *Christel House International*

## B. The Leadership Team

CHA South's leadership team consists of network leaders and school level leaders. As the school has grown, so have the responsibilities of various leaders. Additionally, CHA South is led by a mix of new leadership and veteran leadership.

The entire Christel House Academy network is led by the Chief Academic Officer (CAO). The CAO is the organization's executive director and primary liaison with the Board of Directors and Christel House International. The CAO is Carey Dahncke, the former CHA South principal. Carey brings with him a history of charter school leadership and development, as well as many years as a principal and teacher in traditional public schools. Carey holds a bachelor degree in business administration, as well as a bachelor and master degrees in education. He is a licensed teacher in numerous subjects and in school administration. He has taught in the elementary, high school and collegiate levels, and has lead elementary, middle and high schools.

The CAO is supported by two key positions: a Chief School Business Officer and the Head of Curriculum and Instruction.

The Chief School Business Officer (CSBO) is the network's primary financial officer and leads the network's business office, human resources office and facilities management office. Andrea Johnson is CHA's CSBO. She brings with her a history of working with CHA through the bookkeeping service that previously helped to manage CHA's financial operations. She is a Certified Public Accountant and holds a bachelor in accounting and finance. She has worked in both private industry and in the public accounting field.

The Head of Curriculum and Instruction (HCI) is responsible for the development, implementation, monitoring and evaluation of curriculum, instruction, research and assessment policies and procedures across all of CHA's schools. The HCI is Sarah Weimer, former CHA South Assistant Principal. Sarah holds bachelor and master degrees in education and is currently pursuing a doctoral degree. She is a licensed teacher and administrator, with experience in the middle and high school levels. She has taught in both traditional schools and in charter schools.

CHA South is co-led by two individuals who split the responsibility. The Head of Elementary (HoE) is responsible for the leadership and administration of the elementary school. The Head of Secondary (HoS) is responsible for the leadership and administration of the middle and high schools.

The CHA South HoE is Jenny Reynolds. Jenny brings with her a long history of teaching and instructional coaching at CHA South, where she has held numerous instructional positions. She holds bachelor and master degrees in education and is a licensed teacher and principal.

The CHA South HoS is William Lance. William bring with him a history of private school teaching and leadership. He has taught in high schools and at the collegiate level, as well as holding numerous leadership positions at multiple schools.

The two Heads are supported by a network Dean of School Culture and Climate, who helps to guide teachers and activities at both CH Academies (South and West).

Students and graduates are supported by a College and Careers Administrator who offers instructional and programming support for students still in high school, and then work placement support and further education support after graduation.

CHA is committed to developing leaders in all of our schools and activities support ongoing professional development within teaching & learning, as well as in emerging leadership. CHA South operates using a tiered leadership model and many teacher leadership roles exist. This model helps to empower teachers, as well as groom potential building level leaders.

CHA also works very closely with the University of Indianapolis (UIndy). UIndy faculty offer professional development and formal education to numerous faculty members.

Identification and development of leaders for succession planning is chief on the CAO's task list. A formal leadership pipeline is loosely developed through the UIndy Educational-MBA program and iLead principal preparation program that select staff members are enrolled in at the university.

### C. The Teaching Staff

CHA South has a reputation for excellence and is seen as a leader in the charter school movement. In an increasingly competitive education market, CHA is committed to being a public leader in school reform and charter schools. CHA South has a formal partnership with UIndy's School of Education and holds regular statewide charter school leader meetings.

CHA South leadership believes this positioning, as an innovative leader in the charter and school reform market, is a key driver in CHA's ability to attract and retain talent.

CHA makes a considerable investment in the ongoing professional development of teachers. Ten professional development, planning and meeting times are reserved each school year. Additionally, weekly 'focus groups' offer teachers opportunities to engage in professional learning communities.

CHA leadership communicate the importance of being a professional education to CHA South's teaching faculty. Annually, teachers at CHA participate and present at local, regional and national conferences. Faculty routinely take college classes and pursue further education degrees. Students are taught by highly qualified teachers who have earned bachelor, master and doctoral degrees. Numerous teachers at the high school level are also adjunct instructors at IvyTech and local universities.

CHA has instituted policies to entice talented teachers to remain in the classroom- offering teachers opportunities to earn performance bonuses, qualifying for hard to staff teaching incentives and long term employment bonuses. The organization is committed to ensuring that every student has a highly qualified and highly effective teacher in his/her classroom.

### D. Academic Achievement

Despite the volatility in public education policy, accountability and rapidly shifting standards and testing, CHA remains committed to providing a world class education to all students enrolled in CHA South.

CHA South is a transformative institution committed to offering a college prep program. As such, CHA South has been producing abnormally high percentages of Honors Diploma and dual credit (college credits in high school) graduates. CHA South continues to see 100% of its graduates being accepted into 4 year universities.

CHA South is now focusing on pressing the academic attainment higher for all students, working to provide pathways for students to attain a National Merit Scholarship. Nationwide, 0.5% of a state's graduating class is typically eligible for National Merit Scholarship consideration. CHA South leadership and faculty are focusing on increasing PSAT/NMSQT scores for all students.

The establishment of an Academic Excellence Committee, comprised of primarily UIndy professors, was a key step in ensuring there is a highly articulated curriculum in the high school. Careful and systematic review of secondary coursework, to ensure prerequisite skills are covered rigorously in preparation for college classes, is the primary focus of this committee.

The College Transition Counselor is also prioritizing the administration of ASVAB for all students. The ASVAB provides academic feedback in high school in the following areas:

- General Science
- Arithmetic Reasoning
- Word Knowledge
- Paragraph Comprehension
- Mathematics Knowledge
- Electronics Information
- Automotive and Shop Information
- Mechanical Comprehension
- Assembling Objects
- Verbal Expression

This feedback on each student will help to prioritize further education planning for students after high school.

## 2. Ongoing Improvement

CHA South has a history of working with teachers to develop a culture of revision. This revision focuses not only on student work, but also the teachers' work.

Instructional coaching happens at all levels with teachers and instructional support staff. Unlike many typical school improvement efforts that focus blindly on a single skills or subject – ignoring an individual teachers performance in that area, CHA South is keenly focused on setting teacher specific goals for improvement.

Teachers at CHA South routinely engage in lesson studies using technology tools pioneered though the UIndy partnership. These engagements offer teachers the opportunities to learn and improve though peer feedback on actual lessons taught to real students in the school.

Instructional coaches also offer student centered coaching to teachers at all levels. Most academic coaching models operate under the assumption that if we improve the teacher's delivery or planning, then student learning will improve as well. Student-centered coaching focuses on addressing students' needs through reviewing the actual work produced by students – not the teacher. Targeting coaching on student learning is different because it focuses on helping teachers reach their goals for their students, and not on issues of compliance with instructional materials.

Coaching cycles at CHA South provide continued and ongoing support by creating a structure that allows for collaboration over a sustained period of time.

- These session focus on in-depth work with a teacher, a pair of teachers, or small group of teachers lasting approximately six to nine weeks.
- They focus on a goal setting for student work or formal and informal student data
- They include regular planning sessions and time in the classroom for co-teaching, modeling instruction, or observing the teaching and learning.

CHA's leadership is deeply committed to these improvement structures and dedicates significant financial resources to supporting these efforts annually.

### Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

*Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available. Please see overview above for specific updates.*

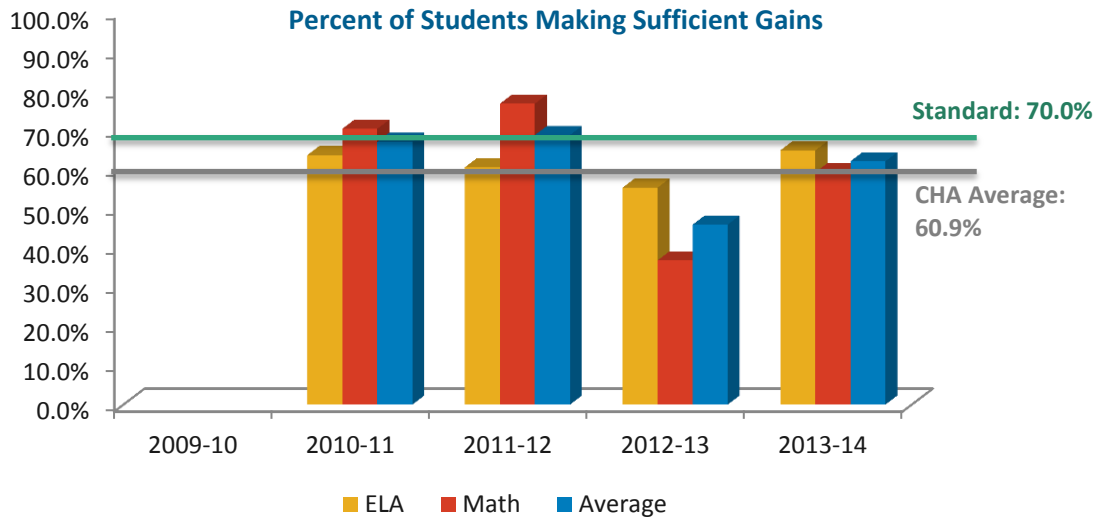
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?						
Indicator Targets	Does not meet standard		School has not met standard the last two years.			
	Approaching standard		School has approached standard the last two years.			
	Meets standard		School has met standard the last two years.			
	Exceeds standard		School has exceeded standard the last two years.			
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	ES	ES	ES	DNMS	MS	MS

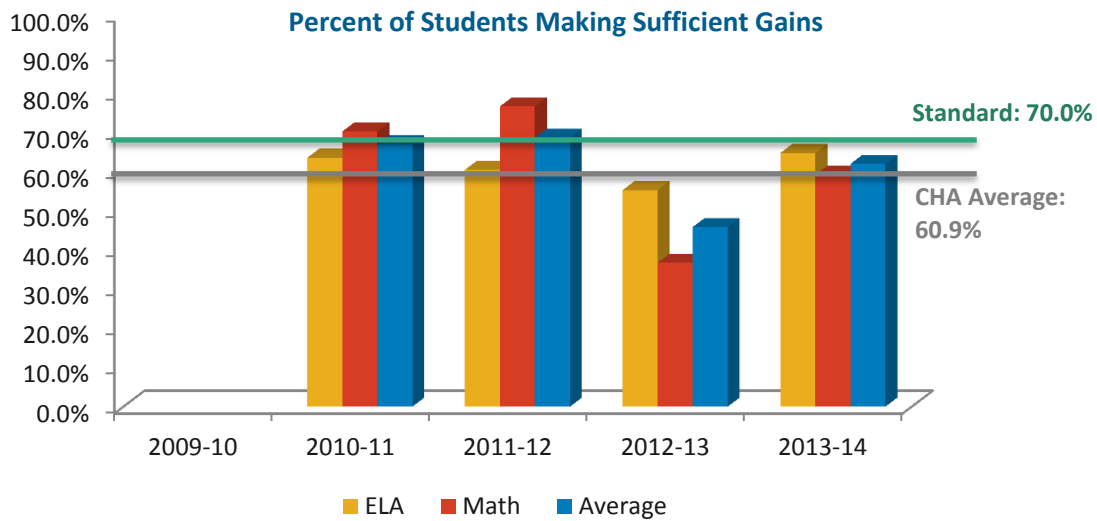
Christel House Academy South (CHA) achieved Adequate Yearly Progress (AYP) towards statewide academic goals set by the Indiana Department of Education in both 2009-10 and 2010-11 by meeting all 29 of 29 categories. The school has since met standard for two of the last three years by receiving an acceptable letter grade under the state's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver. Because CHA has achieved appropriate results on state accountability for the majority of its charter term, the school receives a **Meets Standard** for this indicator on the charter renewal report.

School Year	AYP Result / PL221
2009-10	Met 29/29 categories
2010-11	Met 29/29 categories
2011-12	A
2012-13	F
2013-14	B

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model						
<b>Indicator Targets</b>	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>					
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).				
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).				
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).				
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).				
<b>School Rating</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>Renewal Rating</b>
	NA	AS	AS	DNMS	AS	AS

Analysis of fall-to-spring gains on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Indiana Growth Model data show that an average of 60.9% of PSOE students achieved sufficient gains between 2010 and 2014. This percentage is approaching the Office of Education Innovation's standard.





Each year, analysts examined the amount of progress students made on the NWEA MAP test between the fall and spring, or the progress students made under the Indiana Growth Model. Analysts then determined whether students had made sufficient gains, and calculated a weighted average across grades and subjects. The percentage used for rating the school according to the rubric for this indicator was a weighted average calculated across four years.

Across the four years of the charter term, an average of 60.9% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor's standard of 70% of students achieve sufficient gains. Therefore, CHA receives an **Approaching Standard** for this indicator on the charter renewal report.

**To address progress made in areas of deficiency of Core Question 1.2 for the 2013-14 school year CHA stated:**

*Although our students are significantly outperforming their peers in their neighborhood schools in ISTEP achievement, the gains CHA South students are making in the Indiana Growth Model the last two years lag.*

*In the 2013-14 school year, 64.8% of students made high or typical growth in ELA and 59.2% in math, for an average of 62%, an average that earned an Approaching Standard for this measure in the Authorizer accountability measure.*

*Furthermore, when we look specifically at our free/reduced price lunch population, the vast majority of CHA South's students, the median growth is 42% for math and 48% for ELA. For comparison, the median growth for this population in IPS is 41% for math and 43% for ELA, Zionsville is 51.5% in math and 39% in ELA, and Carmel is 50% for math and 50% for ELA. So, while below goal for meeting standard, the performance is in similar ranges found in other schools.*

*We regard ourselves as a high quality option for our students in the state and aspire to meet or exceed the top schools in growth. To this end, CHA South has focused on strategies to significantly increase the growth performance.*

*When we broke down our data according to 'Top 75%' and 'Bottom 25%' we were able to identify where our biggest issues lay: We were close to meeting standard for our 'Bottom 25%' in ELA; 68.96% of the 'Bottom 25%' made typical or high growth whereas only 61.5% of our Top 75% made typical or high growth. Digging deeper we found that 67% of students in the 'Top 75%' with low growth in ELA came from two classrooms. In math, 65.5% of the 'Bottom 25%' of students made typical or high growth versus only 56.9% of the 'Top 75%'.*

*Digging deeper we found 74% of students in the ‘Top 75%’ with low growth in math came from two (different) classrooms. In an effort to address these issues, we made several adjustments to our program: We made an employment change in two of the classrooms, due to teacher quality concerns. We created new department head positions- one in ELA and one in math, to support the teachers in these two instructional areas. In the 2014-15 school year we adopted new ELA and math curriculum in grades K-8. The new curriculum reflects the increased rigor found in the new College and Career Ready standards adopted by the State. We modified our schedule to allow for 60 minutes of professional development for teachers, each day, to collaborate on best practices and curriculum alignment to ensure our teachers were meeting standards and pushing students beyond the minimums required by ISTEP.*

*Although 3rd grade isn't factored into the growth model, we have also made curricular, instructional, and support adjustments in the primary grades and feel that the outcomes are strong projections for future growth trends for these cohorts.*

*In 2014, 3rd grade ISTEP achievement passing rate was 94% in both math and ELA, and a 96% pass rate on IREAD. These results were achieved despite the number of 3rd grade ELL students almost doubling from 18.5% to 36.5% from the spring of 2013 to 2014. We believe this to be a very positive leading indicator.*

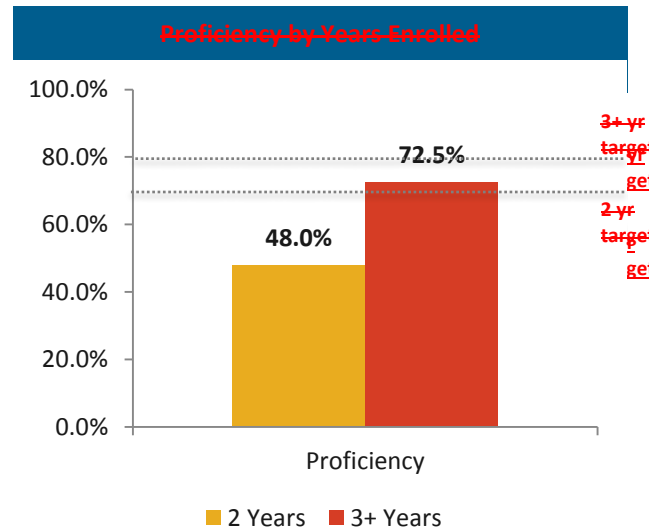
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?						
<b>Indicator Targets</b>	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.				
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
<b>School Rating</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>Renewal Rating</b>
	Not Evaluated				AS	AS

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Christel House Academy South for two years, 48% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 72.5% were proficient on both subjects.



Because this indicator was first evaluated in 2013-14, there is only one year of data available for the charter renewal report. From the data reported above, the school earned an **Approaching Standard** on the OEI performance framework.



To address progress made in areas of deficiency of Core Question 1.3 for the 2013-14 school year CHA stated:

*Although we are approaching standard, one strong indicator for our effectiveness is our ability to exceed expectations for student improvement between years two and three. The expectation is to increase student proficiency by 10% between years two and three, but we are demonstrating improvement by almost 25%.*

*This is a powerful indicator of our ability to transform our students rapidly provided they have time to 'unlearn' counterproductive and often damaging academic and social habits, and relearn the "Christel House way".*

*We recognize this takes time and we invest a lot of resources into supporting, transforming, and catching-up students. Some of these strategies entail the following:*

- *Instilling character education built on the four core values of Responsibility, Respect, Integrity, and Independence through morning meetings, team building, field trips, overnight camping trips, clubs, lessons in the arts, etc.*
- *Utilizing formative assessments to diagnose gaps in student skills and learning*
- *Employing interventionist and other instructional support staff at each grade level to provide additional small group, push-in and pull out, support to students that fill learning gaps.*
- *Holding student learning conferences with parents each quarter to educate them on student progress and to create plans for home support.*
- *Instituting a longer school year, including required summer term, consisting of remediation, enrichment, and/or independent summer learning plans.*
- *Employing counselors, social workers, and hosting 3rd party mental health providers onsite to better support students and families.*
- *Partnering with local community organizations such as 5/3 Bank, the Indianapolis Chamber Orchestra, Rotary, and Camptown to provide additional enrichment and services to our students.*

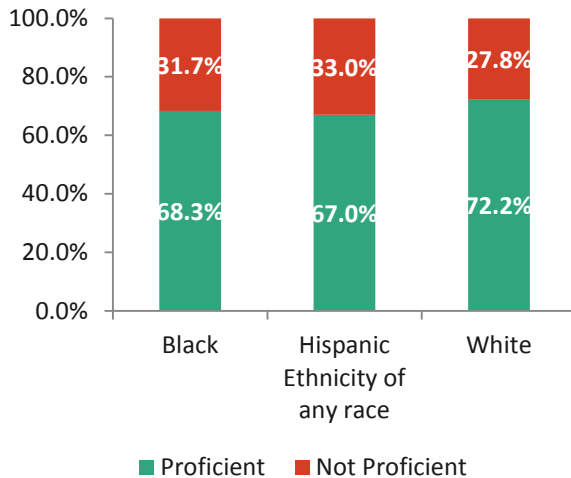
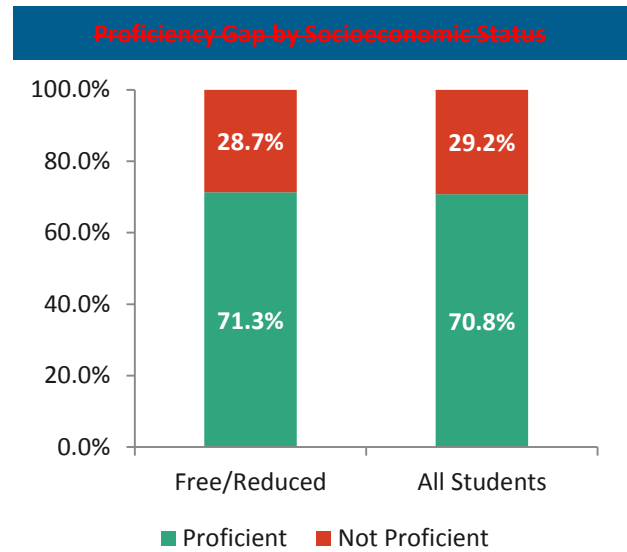
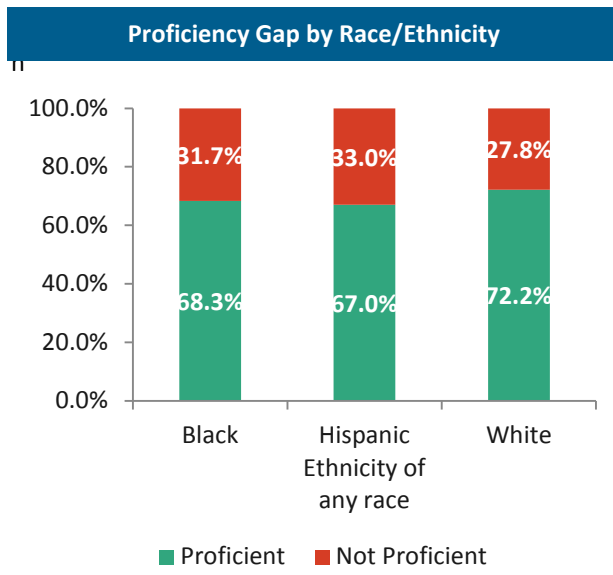
*We have experienced an increase in our population of English Language Learners and in this area we are making gains and outperforming area schools. Our ELL achievement scores are 67.2% in ELA compared to 52.2% in IPS and 55.8% in Carmel. Our math passing rate for ELLs is 80% compared to IPS's 63% and Carmel's 77.8%. Zionsville's data is suppressed.*

*However, we recognize that we need to do a better job of catching our new students up at a faster pace and have taken the following corrective actions:*

- *Establishing, enrolling and engaging students in our after school tutoring program*
- *Utilizing a kindergarten jumpstart program to offer our most at risk incoming kindergarten students additional instructional time*
- *As of the 2015-16 school year, we are employing a Dean of Student Culture and Climate to work with new and existing families on engagement and persistence strategies required for success at CHA.*
- *Instructional Coaches are now reallocating part of their time to ensure quality interventions are being used and that our after school tutoring program consistently targets the most at-risk students, including those in their first or second year at CHA South.*
- *Department Heads were hired to ensure curricular and instructional alignment to the new Indiana Academic Standards at the secondary level*

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?						
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Approaching standard		School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Meets standard		School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Exceeds standard		School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated				MS	MS

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Christel House Academy South is captured below.



While 70.8% of all Christel House Academy South students were proficient, there are slight variances between the overall performance of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Hispanic student proficiency, resulting in a difference of 5.2%.

OEI was unable to examine Socioeconomic subgroup performance due to a largely homogenous student population. In order to report on subgroup performance, a subgroup must have at least 30 students.

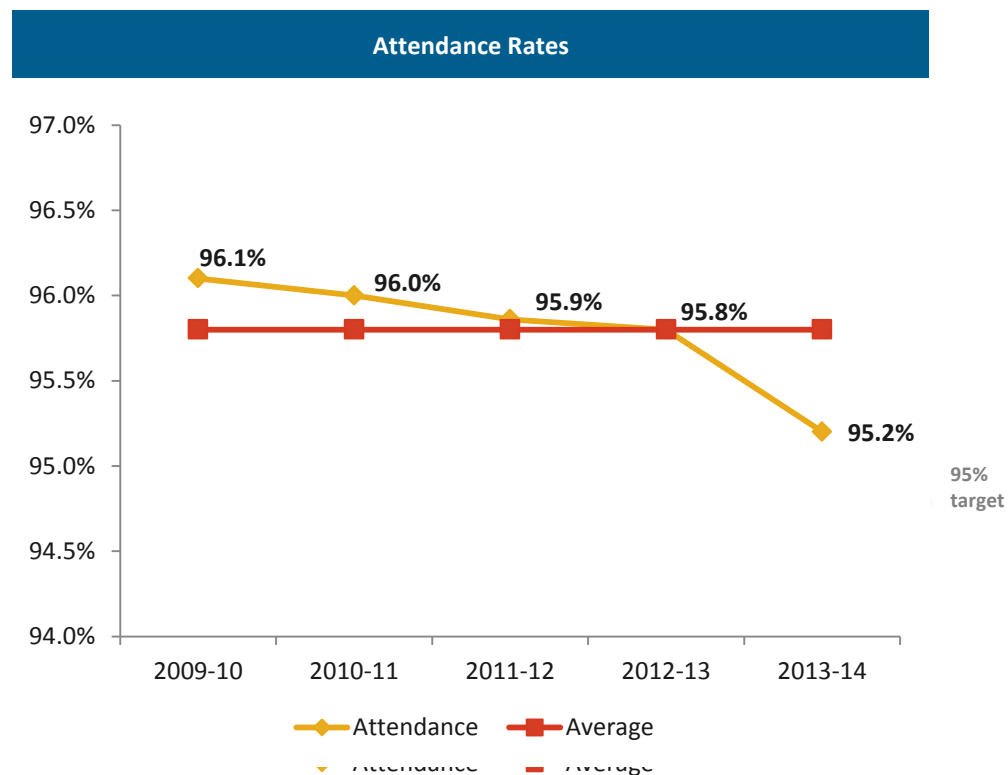
The larger of these two differences, the 5.2% difference in Racial groups, leads to Christel House Academy South receiving a **Meets Standard** on the OEI performance framework for the 2013-14 school year. Because there is only one year of data available for this indicator, CHA receives the same rating for the charter renewal rating.

#### 1.5. Is the school's attendance rate strong?

Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.			
	Meets standard		School's attendance rate is greater than or equal to 95.0%.			
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated				MS	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Each year between 2009 and 2014, Christel House Academy South has maintained an average attendance above 95%. The school's average attendance rate, 95.2%, meets the target of 95%, and thus, CHA receives a Meets Standard for this indicator.



1.6. Is the school outperforming schools that the students would have been assigned to attend?

Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.				
	Approaching standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.				
	Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.				
	Exceeds standard	School's overall performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.				
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	ES	ES	ES	AS	MS	MS

Christel House Academy South (CHA) has consistently outperformed the schools its students would otherwise have been assigned to attend in proficiency in both English/Language Arts and Math. While CHA sometimes does not outperform the schools its students would otherwise have been assigned to attend in growth, it is consistently as good as the assigned schools.

The table below answers the question "Did CHA outperform schools students would otherwise have been assigned to attend?" for each category.

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2009-10	Yes	Yes	Yes	Yes
2010-11	Yes	Yes	Yes	Yes
2011-12	Yes	Yes	Yes	Yes
2012-13	Yes	Yes	No	No
2013-14	Yes	Yes	Yes	No

In summary, CHA's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend, and the school earns a **Meets Standard**.

#### 1.7. Is the school meeting its school-specific educational goals?

<b>Indicator Targets</b>	Does not meet standard	School does not meet standard on either school-specific educational goal.				
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard	School is 1) meeting standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard	School is exceeding standard on both school-specific educational goals.				
<b>School Rating</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>Renewal Rating</b>
	Not Evaluated				MS	MS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Christel House Academy South set its first goal around individual student growth in mathematics. The school reports that 93.9% of students met the criteria for the goal, and therefore received an **Exceeds Standard** on its first goal.

Christel House Academy South set its second goal around students developing character strengths necessary for achievement. The school reports that 92% of students showed annual growth in grades 3-5, and therefore received a **Meets Standard** on its second goal.

School Year	School-Specific Goals	Result	Rating
<b>2013-2014</b>	All primary students will achieve annual individual growth goals in mathematics on a yearly basis.	93.9%	ES
	All students will develop the character strengths necessary to achieve at a college-prep school.	92%	MS

Overall, Christel House Academy South received a **Meets Standard** on the OEI performance framework and for the charter renewal rating.

## Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements. It is worth noting that the Office of Education Innovation reorganized the performance framework in 2012, and some indicators may not have four years of complete data, or may be based on more than one measure of data.

**Financial Evaluation from 2010-2012**

2.1. Is the school in sound financial health?						
Indicator Targets	Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.				
	Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.				
	Meets standard	The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.				
	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.				
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	MS	MS	MS	Not Evaluated		ES

In fiscal years 2009-10, 2010-11 and 2011-12, Christel House Academy’s (CHA) audit contained no material weaknesses or significant deficiencies. The school had also established adequate staffing and systems for managing its finances. CHA employed a Business Manager and Operations Director, and contracted with Bookkeeping Plus, Inc. for the preparation of financial statements. Based on a review of the school’s finances for each fiscal year, Christel House Academy successfully achieved a balanced budget although the school had to rely on beginning cash and investments. The school successfully achieved a balanced budget for each fiscal year and ended each year with adequate cash and investments. CHA furnished adequate budget projections for the next 3 years. Though projections put the change in net assets at a relatively small positive variance, the school explained that it has conservative budget practices and that its goal is to break even. The school fulfilled financial reporting

requirements under Sections 10 and 17 of the charter agreement. Accordingly, the school met standard for this indicator for fiscal years 2009-10, 2010-11 and 2011-12.

Because CHA met standard for school year 2009-10, 2010-11, 2011-12, the school receives an Exceeds Standard for its charter renewal rating.

### Financial Evaluation from 2012-Present

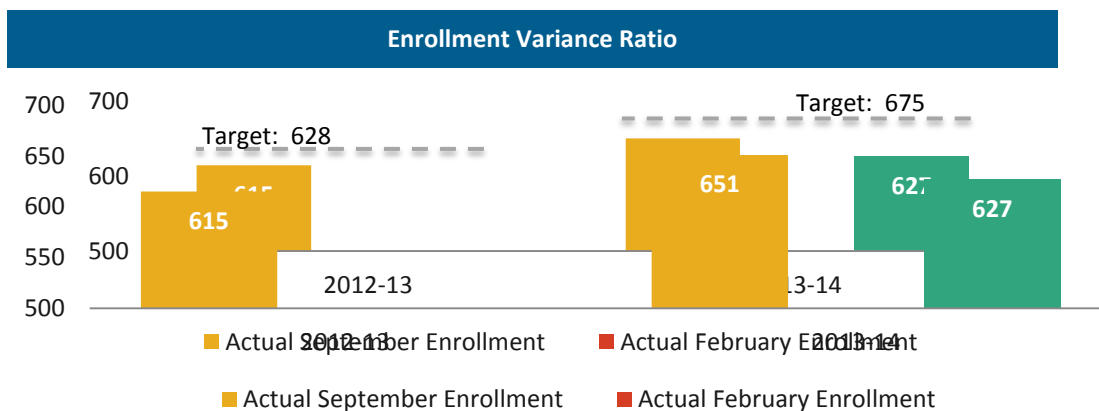
2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?									
Indicator Targets	Does not meet standard		The school does not meet standard on 2 or more of the five sub-indicators shown below.						
	Approaching standard		The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.						
	Meets standard		The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.						
	Exceeds standard		The school meets standard for all 5 sub-indicators.						
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating			
	Not Evaluated			DNMS	AS	AS			
Sub-indicator Ratings	Sub-	Sub-indicator targets			12-13		13-14		
	Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%			98%	AS	96%	AS
		AS	Enrollment ratio is between 90 – 98%						
		MS	Enrollment ratio equals or exceeds 99%						
	February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%			N/A	96%	MS	
		AS	Enrollment ratio is between 90 – 95%						
		MS	Enrollment ratio equals or exceeds 95%						
	Current Ratio	DNMS	Current ratio is less than or equal to 1.0			.46	DNMS	1.05	AS
		AS	Current ratio is between 1.0 – 1.1						
		MS	Current ratio equals or exceeds 1.1						
	Days Cash on Hand	DNMS	Days cash on hand is less than or equal to 30			10	DNMS	29	DNMS
		AS	Days cash on hand is between 30-45						
		MS	Days cash on hand equals or exceeds 45						
Debt Default	DNMS	Default or delinquent payments identified			Meets	MS	Meets	MS	
	MS	Not in default or delinquent							



Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits in its charter contract to offering the community a certain number of seats to educate students. It is important that each school is fulfilling its commitment to the community by working diligently to ensure that families and children seeking educational opportunities are aware of the school. Additionally, charter schools, like all public schools, receive state funding based on their enrollment. This means that enrollment is an important factor in the fiscal health of charter schools.

The school had fewer current assets than current liabilities (those due in the next 12 months) and as a result did not meet standard for this sub-indicator. Christel House Academy ended the year with 10 days of cash on hand. This means that if payments to the school had stopped or been delayed post June 30, 2013, the school would have been able to operate for 10 more days. As a result, the school did not meet standard for this indicator. Finally, the school successfully met its debt obligations based on the information that Sikich, the school's auditor, provided. The school's creditors provided no communication to indicate anything to the contrary. Since the school met standard for one sub-indicator, approached standard for one sub-indicator and did not meet standard for two sub-indicators, it did not meet standard for core question 2.1.

Based on data from the September 2012 count day, the school's enrollment came in slightly under targets stated in its charter agreement. For this reason, the school **approached standard** for this sub-indicator. In school year 2013-14, CHA also missed its enrollment targets for the September count day and thus **met standard** for this sub-indicator. In the same year, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to be able to serve the same number of students the following year. In the 2013-2014 school year, CHA's enrollment dropped slightly by February, but the school retained 96% of its September enrollment count. Thus, the school **met standard** for this sub-indicator. For 2012-13, the school's performance for the February count day is listed as "N/A" because the state did not perform a February count prior to the 2013-14 school year.



Between 2012 and 2014, CHA had fewer current assets than current liabilities (those due in the next 12 months). As a result, the school **did not meet standard** in 2012-13 and **approached standard** for the current ratio sub-indicator in 2013-14. CHA ended the year with 10 days of cash on hand in 2013, and 29 days cash on hand in 2014. This means that if payments to the school had stopped or been delayed post June 30 of each respective year, the school would have been able to operate for 10 more days after June 30, 2013 and 29 days after June 30, 2014. Based on this data, the school **did not meet standard** for this sub-indicator in both years. Finally, between 2012 and 2014, the school successfully met its debt obligations based on the information that Sikich, the school's auditor, provided. Furthermore, there were no negative communications from the school's lenders.

Since the school **did not meet standard** in 2012-13, and was **approaching standard** in 2013-14, CHA receives an **Approaching Standard** for its charter renewal rating on the short-term financial health indicator.

**To address progress made in areas of deficiency of Core Question 2.1 for the 2013-14 school year CHA stated:**

*In the 2013-14 Accountability Report, the school failed to meet the established enrollment target. The school enrolled 96% of the projected students. This created a budgetary shortfall for the organization.*

*In reflecting on the current market for students seeking to exercise educational choice in the Indianapolis market, CHA South has seen a significant shift in the competition for students.*

- *Indianapolis Public Schools has significantly expanded the number of magnet schools and magnet school seats available to students.*
- *The number of charter school Authorizers authorizing charter schools in the Indianapolis area has increased.*
- *The number of charter school operating in the city limits of Indianapolis has increased significantly.*
- *A change with State Law and funding the had historically stood as a roadblock for students wishing to change school districts has been eliminated, allowing students to enroll in schools outside their home school corporation.*
- *The proliferation of vouchers for low income families has opened up the ability for private schools to compete with charter schools for publicly funded school seats.*

*In response to these realizations, the CHA South has taken a two pronged approach.*

*First, the school has hired a Student Recruiter and expanded the marketing budget. A strategic, year-round, student recruitment effort has been established and biweekly goals set for ongoing student recruitment. This plan includes engagement with the non-Christel House population in Indianapolis via the following activities:*

- 1) *A stronger social media presence, utilizing Facebook and Twitter.*
- 2) *An enhanced website that includes an online-application tool.*
- 3) *Utilization of yard signs for parents to demonstrate pride in their enrollment choice at CHA.*
- 4) *Utilization of car back window clings for parents to demonstrate pride in their enrollment choice at CHA.*
- 5) *A deliberate presence at neighborhood events and local festivals, to distribute information about CHA's programming.*
- 6) *The development of a Parent Partners program, providing structured time for the Student Recruiters to train parents on being ambassadors for potential students in the community.*
- 7) *Additional print material was developed to assist potential families in understanding what CHA South has to offer students who enroll.*
- 8) *A more strategic billboard campaign was developed in conjunction with a marketing firm.*

*Second, the school has shifted to a more conservative enrollment strategy – budgeting for a more realistic enrollment target annually. The School's Chief School Business Officer works with the Chief Academic Officer and Audit & Finance Committee to establish enrollment projections and, consequently, funding projections, which are much closer aligned to likely outcomes. While this frequently results in fewer available seats, it also places the school in a position to be much more aggressive with hitting the annual enrollment targets.*

*Also in the 2013-14 Accountability Report, the school failed to meet the requirement of having 45 days of cash on hand. Christel House Academy South is administered by the Christel House Academy network and this aspect of the accountability measure requires the entire network to maintain cash balances of approximately \$1.6 million.*

*The Christel House Academy network of charter schools is unique in that the network is supported by Christel House International, an Indiana based not-for-profit supporting educational initiatives around the world. Christel House International maintains a fundraising staff benefiting the Christel House Academy network of schools as well as other Christel House schools. As with all of the Christel House affiliated schools, Christel House International provides operational funding ensuring effective cash flow management at the school level. In other words, CHI funding effectively serves as a committed line of credit such that as affiliated schools face cash flow challenges from time to time, CHI provides necessary funding to continue operations. Accordingly, large cash balances are not required at the school level.*

However, in light of this accountability minimum expectation, Christel House International will provide the funding necessary to meet this requirement in future years. The charity, Christel House International, has also pledged to support CHA South with any budgetary shortfalls that may occur within the approved budget. This would most likely occur with a fundraising shortfall. While this arrangement offers CHA South with a unique fiscal arrangement, Christel House International and Christel House Academy's management have restructured how charitable donations are received at CHA South and CHA's network to better meet the goal of having 45 days of cash on hand at each of the schools – including CHA South. Moving forward, the CHA anticipates being able to meet the cash on hand requirement with this new funding strategy.

2.2. Long-term Health: Does the organization demonstrate long-term financial health?							
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators <b>OR</b> meets standard on 1 sub-indicator but does not meet standard on the remaining 2.					
	Approaching standard	The school meets standard on 2 of the sub-indicators while not meeting on the third, <b>OR</b> approaches standard on all 3 sub-indicators.					
	Meets standard	The school meets standard on 2 of the sub-indicators and approaches standard on the third.					
	Exceeds standard	The school meets standard for all 3 sub-indicators.					
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating	
	Not Evaluated			AS	MS	MS	
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets		12-13		13-14	
	Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	-\$1,796,250	DNMS	-\$1,918,883 (aggregate) \$109,310 (current year)	AS
		AS	Aggregate 3-year net income is positive, but most recent year is negative.				
		MS	Aggregate three year net income is positive, and most recent year is positive.				
	Debt to Asset Ratio	DNMS	Debt to Asset ratio equals or exceeds .95	.76	MS	.69	MS
		AS	Debt to Asset ratio is between .9 - .95				
		MS	Debt to Asset ratio is less than or equal to .9				
	Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05	N/A	N/A	N/A	MS
		AS	DSC ratio is between 1.05-1.2				
		MS	DSC ratio equals or exceeds 1.2				

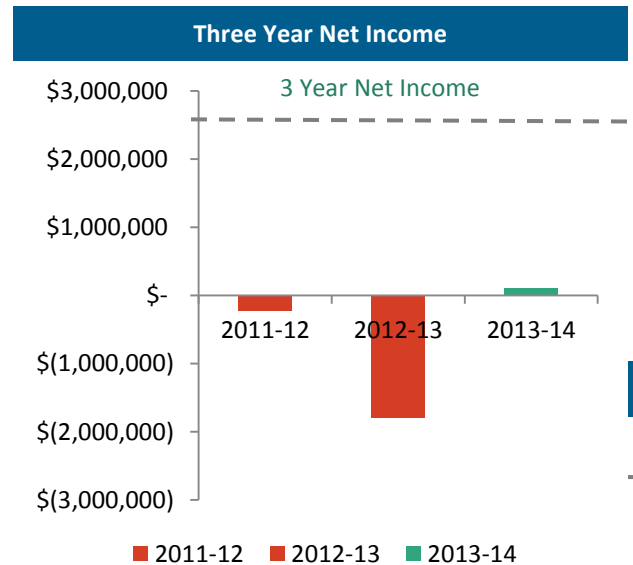
The Mayor's Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, it is only evaluated for the 2012-13 and 2013-14 school years for the purpose of the mid-charter review. This Core Question evaluates each school's long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over year losses, extreme amounts of debt, or an inability to meet its debt obligations.


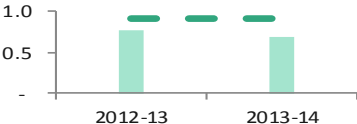

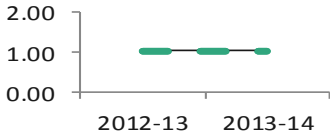
CHA **approached standard** for the net income sub-indicator for school year ending 2014 and **did not meet standard** for school year ending 2013. The school had an aggregate three-year net income of -\$1,796,250 in school year ending 2013 and -\$1,918,883 in school year ending 2014. It should be noted, however, that the school's operating income was positive. Its net income became negative because of a legislative change to funding that resulted from the Common School Loan forgiveness. The graph to the right shows the annual net income at CHA for school years ending 2012, 13, and 14.

The school **met standard** on the debt to asset ratio sub-indicator for school years ending 2013 and 2014. The graph to the right shows that, in both years, the schools' total assets exceeded its total debts.

Additionally, the school **met standard** for the sub indicator regarding debt service coverage ratio because it has no long-term debt.

Since the school **approached standard** core question 2.2 in 2012-13 and **met standard** in 2013-14, it receives a rating of **Meeting Standard** at its mid-charter review.



Long-Term Health		
Debt to Asset Ratio	2012-13	2013-14
Debt to Asset Ratio	0.76	0.69
 MS		
Debt Service Coverage Ratio	2012-13	2013-14
Ratio	N/A	N/A
 MS		

2.3. Does the organization demonstrate it has adequate financial management and systems?						
Indicator Targets	Does not meet standard		The school does not meet standard on 1 of the sub-indicators.			
	Approaching standard		The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.			
	Meets standard		The school meets standard on both sub-indicators.			
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated			MS	DNMS	AS
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets			12-13	13-14
	Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing		MS	MS
		AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material			
		MS	The school receives a clean audit opinion.			
	Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.		MS	MS
		MS	The school satisfies all financial reporting requirements.			

Core question 2.3 ensures that schools have the proper internal controls and that schools are reporting financial data both to the state of Indiana and to the Office of Education Innovation in a timely manner.

CHA received a clean audit with no material weaknesses or significant deficiencies and satisfied its financial reporting requirements by submitting its audit report on time. Thus, the school **met standard** for core question 2.3 for the 2012-2013 school year.

The school **did not meet standard** for its annual accrual based audit because its auditor Crowe Horwath identified a material weakness as well as a significant deficiency that was not considered to be a material weakness on its financial statements. Christel House Academy South responded to each finding, and will ensure sufficient staff and procedures are in place to rectify in the future. Crowe Horwath identified no material weaknesses or significant deficiencies for the OMB Circular A-133 portion of the audit. Although the school did not furnish Crowe Horwath with requested materials in a timely manner, and thus the auditors did not issue their draft report until March 4, 2015, Christel House Academy South ultimately **met standard** for its reporting requirements.

Because CHA **met standard** on core question 2.3 in school year ending 2013 and **did not meet standard** in 2014, CHA receives a rating of **Approaching Standard** for its charter renewal rating.

**To address progress made in areas of deficiency of Core Question 2.1 for the 2013-14 school year CHA stated:**

*In the 2013-14 Accountability Report, the school failed to meet standard in core question 2.3 due to a significantly delayed audit and some material errors found during the audit.*

*During the period from July 2013 to June 2015, Christel House Academy (network) has been implementing a strategic plan to transition all accounting and reporting services onsite, and in-house, from our outside accounting service. The decision was made in attempt to correct deficiencies identified with the services received from both our bookkeeping and audit service providers.*

*The organization has made various personnel changes to accommodate this transition. In May of 2015, a new Chief School Business Officer was hired to assume responsibility for a more rapid implementation of these new systems and processes.*

*Since May of 2014, the organization has systematically increased other business office staff capacity to include a Human Resource and Payroll Specialist, an Accounting Supervisor, and two Accounting Clerks. These increases have been made to ensure the greater organization is staffed to adequately handle the volume of transactions and maintain proper internal controls for financial reporting. The network's business office has periodically enlisted the assistance of Christel House International's Finance team to supplement inadequacies in in staffing during this growth and transition. This strategic approach has resulted in the network implementing a brand new accounting system, Intacct. This software has features that assist with the maintenance of proper internal controls and record keeping requirements. CHA South has engaged Armanino LLP as the software implementation consultant that is assisting with the transition plan.*

*As of April of 2015, the network's business office began operating the accounting system side by side with the outside bookkeeping service. During the transition period, transactions have been entered and financial records maintained as a combination of internal records and those maintained by the outside consultants. Beginning July 1, 2015, all financial records are controlled and maintained solely onsite by the CHA (network) business office.*

*In FY14, the organization engaged a new auditing firm, Crowe Horwath LLP, as a strategic partner to provide adequate guidance on all financial matters. Throughout the transition and with their assistance, the business office has been building and documenting all of the internal processes, policies and procedures needed to maintain adequate controls and produce reliable and accurate financial reports.*

*With these numerous changes, it is anticipated that the deficiencies that resulted in the deficiency noted in core question 2.3 will be fully remediated.*

### Core Question 3: Is the organization effective and well-run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. It is worth noting that the framework was updated for the 2013-2014 school year. While some indicators were re-organized into Core Question 3, two are new, and two have since been removed.

3.1. Is the school leader strong in his or her academic and organizational leadership?						
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
Sub-indicators	Sub-indicators					
	Demonstration of sufficient academic and leadership experience					
	Leadership stability in key administrative positions					
	Communication with internal and external stakeholders					
	Clarity of roles among schools and staff					
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner					
	Consistency in providing information to and consulting with the schools' board of directors					
3.1 Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	ES	ES	ES	ES	MS	ES

During the 2013-14 school year, the Christel House Academy South (CHA) Principal moved into the role of Director and Chief Academic Officer (CAO) of CHA. He has an extensive amount of education experience as both a teacher and school leader and has worked with CHA since 2006. The CAO began the year as Principal but, due to the school's expansion plans, transitioned at semester to full time Director and CAO, managing CHA, Christel House DORS, and the pre-opening process for CHA-West. He was able to work with the Heads of School for the high school and elementary to ensure they received support and training in the first semester and effectively transitioned in the second semester. Although CHA managed consistent operations through the transition, the CAO maintained a high level of involvement and oversight with the school.

The CAO consistently communicates with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), community partners, and families. Additionally, he is an active board member for the Indiana Consortium of Charter School Leaders, working to collaborate with other charter school

leaders across the city and state. He has developed meaningful community partnerships (e.g., the University of Indianapolis' College of Education) to directly support the school and its students. He meets regularly with the board chair and OEI for feedback and support on school updates and initiatives. Additionally, he provided a thorough report to the board at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

The CAO and school leadership team consistently reflect on several areas of school data to inform day-to-day decisions. Due to high staff turnover from the previous year, the school implemented a more substantial onboarding process that led to increased staff stability. When mid-year attendance fluctuated, the CAO and school leadership worked to form a relationship with the Marion County Judicial Center to support students with chronic absences.

Due to strong leadership and continuous improvement, CHA receives an **Exceeds Standard** for this indicator on charter renewal report.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?						
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
Sub-indicators	Sub-indicators					
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation					
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws					
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations					
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines					
3.2 Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	MS	MS	MS	MS	MS	MS

Since the 2009-10, Christel House routinely completed its organizational and governance obligations as specified in the charter and fulfilled its reporting requirements to the Mayor's Office and the Indiana Department of Education in a timely manner. CHA's business manager was responsible for maintaining the compliance binder and documents, which were satisfactorily completed over time. The school routinely documented that background checks were conducted for all board members and complied with public access and open door policy by posting



notices of board meetings. Board meeting minutes were always kept and sent to the Mayor's Office in a timely manner. The Board meeting minutes reflect details of board discussions of a diverse range of school issues, deliberations and decisions.

For these reasons, CHA receives a **Meets Standard** for its charter renewal rating.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?						
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators					
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter					
	Clear understanding of the mission and vision of the school					
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary					
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training					
	Effective and transparent management of conflicts of interest					
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns					
	Adherence to its charter agreement as it pertains to governance structure					
	Holding of all meetings in accordance with Indiana Open Door Law					
3.3 Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	ES	ES	ES	ES	MS	ES

The board of directors at Christel House Academy South (CHA) is active, experienced, and provides competent oversight of the school. The board is comprised of individuals with experience in business, healthcare, education, law, and public relations. In an effort to ensure alignment, two representatives from CHA's parent organization, Christel House International, reside on the board.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing an outstanding education to an underserved population. The board met quarterly and regularly met quorum, with the majority of directors consistently in attendance. Although directors reviewed board packets in advance and received extensive updates from the school leadership team, there was not a high level of engagement from all directors during meetings. Many times, if there were questions or discussions, the board chair and one to two other directors led the discussion. It would be beneficial for the continued development of the board and the school for all directors to consistently engage in school updates and offer their respective insights and experience.

#### Skill Sets Represented on Board

Education



Business



Legal



Healthcare



Public Relations



Parent



#### Board Overview

Christel House Academy South, Inc. holds the charter for Christel House Academy South.

10

Members

1/3

# Required for Quorum

The CHA board meets quarterly.

CHA is an expansion of the Christel House International global network of learning centers operated for the purpose of creating the opportunities for impoverished children to live productive and dignified lives.

The board and CAO maintain consistent communication with one another and the Mayor's Office. Overall, both the board and the school are proactive in communicating updates and concerns with the Mayor's Office.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year, with a formal review of the bylaws and board structure occurring at the end of the year. Meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law.

Due to the consistent leadership and stewardship of the board of directors, CHA receives an Exceeds Standard for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?						
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
Sub-indicators	Sub-indicators					
	Regular communication with school leadership and/or its management company					
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)					
	Collaboration with the school leader to establish clear objectives, priorities, and goals					
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans					
3.2 Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	Not Evaluated				AS	AS

**2013-2014 was the first year this indicator was included in schools' accountability reports.**

The CHA board held quarterly meetings in which all stakeholders, including the CAO, school leadership team, and relevant school staff, provided thorough reports on school performance. Between meetings, the CAO communicated with the board chair when necessary to provide leadership and support in school initiatives and events.

Annually, the CAO provides thorough evaluations of school leaders, but the board did not yet use a formalized system and process for evaluating its own performance or that of the CAO. While the board provided informal, formative feedback on school progress, the lack of a formalized evaluation and benchmarking system prohibited the board from clearly identifying goals and priorities for itself and the school and from evaluating both at the close of the year.

In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and collaborative working relationship. The school leadership team was proactive, self-reflective, and self-motivated, which allowed for relevant and transparent meetings that demonstrated a constant commitment to school improvement. However, due to the lack of formalized evaluation processes, the board is **Approaching Standard** for school and board environment.

To address progress made in areas of deficiency of Core Question 3.4 for the 2013-14 school year CHA stated:

*In the 2013-14 Accountability Report, the a weakness was identified with the board's effectiveness as it related to an annual utilization of a performance based evaluations to assess its own performance, that of the Chief Academic Officer. Additionally, clarity around the board's ability to establish clear objectives, priorities, and goals was identified. In response to these concerns, the board has engaged in a number of efforts to correct these concerns. A more formal committee structure has been established. The following committees are now in place.*

**Governance Committee**

*The governance committee is responsible for the primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with bylaws of the organization, as well as establishing policies and practices for approval by the full Board of Director. The Governance Committee also works to assist with board retreat preparations and self-assessment reviews.*

**Finance and Audit Committee**

*The Finance and Audit Committee works to assist the Board in fulfilling its oversight responsibilities for the organization's financial reporting process, systems of internal control, audit processes, compliance monitoring with laws and regulations and risk monitoring.*

**Academic Excellence Committee**

*The Academic Excellence Committee works to ensure that CHA students receive outstanding academic opportunities. This committee will consist of content experts serving as external committee members to support the Board of Directors in ensuring the schools elementary and secondary program is offering the required prerequisites for students to excel in collegiate level work after secondary school.*

*Last academic year, the Board started an annual retreat process. This allows time for external parties to provide strategic and statutory guidance to the board, in addition to having time with key school leaders to explore long term goals and objectives for the upcoming school year. The Governance Committee works to develop the agenda and professional development objectives for these retreats.*

*As part of the annual process, self-evaluations are now completed. The Board is using Board On Track strategies to craft and analyze these self-evaluations. The goal of these evaluations are to get input from all board members on how the full board is performing against generally accepted best practice standards and use that information to create positive change. It leads to a shared understanding of the board's responsibilities related to compliance, accountability, financial oversight, and ultimately, setting direction for the organization. And it provides the framework for setting priorities that will maintain your strengths and will address those areas in need of improvement, such as fundraising, strategic planning, or perhaps recruitment.*

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?						
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.				
Sub-indicators	Sub-indicators					
	Health and safety code requirements					
	Facility accessibility					
	Updated safety and emergency management plans					
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community					
3.2 Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	MS	MS	MS	MS	MS	MS

Between 2010 and 2014, CHA's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The Mayor's Office monitoring of PSOE's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator.

Indicators included in the previous framework, but not assessed with the 2013-14 framework.

The following two indicators were included in the performance framework used for the 2010-2013 school years. While they are no longer included in the 2013-14 framework, the results of these indicators are important for a comprehensive review of performance between the years 2010-2014.

2.4. Is there a high level of parent satisfaction with the school?						
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.				
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.				
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.				
	Exceeds Standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.				
School Rating	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Renewal Rating
	ES	ES	ES	MS	NA	ES

Averaged from 2010 through 2013, 93% of parents surveyed indicated that they are satisfied overall with CHA. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by Research & Evaluation Resources. Of the parents surveyed, between 85% and 97% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 93%, the school receives an overall rating of Exceeds Standard on the charter renewal report.

School Year	Percent Satisfied
2009-10	95%
2010-11	95%
2011-12	97%
2012-13	85%
2013-14	n/a
<b>Multi-Year Average</b>	<b>93%</b>

*Note: "Percent Satisfied" includes "very satisfied", and "satisfied", responses which were on a five-point scale that also included "neutral", "dissatisfied", and "very dissatisfied".*

*Source: Confidential survey results administered by Research & Evaluation Resources.*

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?						
<b>Indicator Targets</b>	Does not meet standard		The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.			
	Approaching standard		The school's enrollment process complies with applicable law but exhibits or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.			
	Meets standard		The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriate; AND the school has engaged in outreach to students throughout the community.			
<b>School Rating</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>Renewal Rating</b>
	MS	MS	MS	MS	NA	MS

The admissions and enrollment practices of CHA have consistently met the requirements of Indiana's charter school law. Each year, the Mayor's Office collects the school's enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2010 and 2014 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a Meets Standard for this indicator.